

Building and District Administrators

License Renewal

Reporting Manual

Appendices

Glossary

ACCOMPLISHED PRACTITIONER LICENSE

A ten-year administration license issued to a candidate who holds a proficient practitioner license, a doctoral degree, and no less than seven years of experience in the appropriate position, as defined by rule.

ACTIVE LICENSE

A current license that is not expired and has not been revoked or surrendered for any reason.

APPROPRIATE SUPERVISOR

Reviews PGPs. This person could be team leader, principal, or other designated administrator.

APPROVED UNIVERSITY COURSE WORK

Course work completed at a university with an IPSB approved school administration program based on INTASC principles, IPSB content and developmental standards, NBPTS standards, and IACTE essential characteristics.

APPROVED PROGRAM

Advanced degree program approved by the IPSB that meets INTASC principles, IPSB content and developmental standards, NBPTS standards, and IACTE essential characteristics.

BUILDING LEVEL ADMINISTRATOR

The building level administrator license applies to all, regardless of title (e.g., assistant to, assistant, deputy), who have the role/responsibility for direct supervision and/or primary evaluation of other licensed personnel. The IPSB recognizes the building level administrator license encompasses all school settings.

COMPLETION STANDARD

Submission has been determined to contain all of the required parts or elements. Each of the required areas has been adequately addressed and no required information has been omitted.

DISTRICT ADMINISTRATOR

The IPSB recognizes four district administrator licenses: superintendent, director of career and technical education, director of curriculum and instruction, and director of exceptional needs. The Board has determined that these licenses are required by all, regardless of title, who have the role/responsibility for direct supervision and/or primary evaluation of other licensed personnel. Individuals assigned to positions including business manager, human resources, transportation, etc., are not required to hold the district administrator license.

DISTRICT PEER ADVISOR

An experienced building level or district administrator, licensed in the appropriate area, who serves on the professional growth team. The peer advisor may be from the same school district as the applicant or may be a recent Indiana retiree (four years or less). In situations where no individual within the district is able to serve in this capacity, a qualified person from a neighboring Indiana district may do so.

INDIANA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (IACTE)

IACTE is a professional organization of colleges and universities with undergraduate and/or graduate programs to prepare professional educators and is a state organization of the American Associations of Colleges for Teacher Education (AACTE).

INDIANA PROFESSIONAL STANDARDS BOARD (IPSB)

The state agency governing licensing of educators in the state of Indiana.

INITIAL PRACTITIONER LICENSE

A two-year administration license issued to a candidate who has successfully completed a standards based higher education program and has successfully passed the School Leaders Licensure Assessment (SLLA).

IN-SERVICE CREDIT

For purposes of the professional growth experiences for this pilot project, this option is defined as experiences that occur within the school district.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC)

INTASC, established in 1987 by the Council of Chief State School Officers, supports collaboration among states interested in rethinking teacher preparation, induction, licensing and assessment for the educational professional.

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC)

A program of the Council of Chief State School Officers which developed the *Standards for School Leaders* in 1996.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS)

The NBPTS is an independent non-profit organization founded in 1987, governed by a sixty-three-member board of directors, the majority of whom are classroom teachers. The NBPTS establishes standards for what accomplished teachers should know and be able to do.

PROFESSIONAL CONFERENCE OR WORKSHOP

For purposes of the professional growth experiences for this pilot project, this option is defined as experiences that occur external to the school district.

PROFESSIONAL GROWTH EXPERIENCES (PGE)

Professional experiences based on INTASC principals, IPSB content and developmental standards, NBPTS standards, and IACTE essential characteristics.

PROFESSIONAL GROWTH PLAN (PGP)

Demonstrates goals and strategies related to the INTASC principles, IPSB content and developmental standards, NBPTS standards, and IACTE essential characteristics.

PROFESSIONAL GROWTH TEAM (PGT)

The school corporation or other local governing body determines the process for establishing PGTs and describes the membership and responsibilities of such teams. *

PROFESSIONAL GROWTH TEAM LEADER

An experienced administrator, licensed in the appropriate area, who leads the professional growth team. The peer advisor must have no apparent conflict of interest with the applicant, district peer advisor, university advisor, or school district. This person may be a recent retiree (four years or less).

PROFESSIONAL PORTFOLIO

Credible evidence demonstrating achievement of goals set forth in a PGP.

PROFICIENT PRACTITIONER LICENSE

A five-year renewable administration license issued to a candidate who has successfully completed the beginning administrator assessment program.

REFLECTION

The disciplined practice of considering the effects of one's own behavior and decisions on other people and on one's own development.

SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA)

A test aligned with the *Standards for School Leaders*, developed and administered by the Educational Testing Service.

STANDARDS

Expected learning outcomes that delineate the key aspects of professional performance.

Academic content standards – The general expectations of what a student should know and be able to do.

Teaching standards – The expectations of what teachers should know and be able to do to assist learning for students.

Administrator standards – The expectations of what a school leader should know, how they should act, and what they should be able to do.

STANDARDS-BASED

A word that describes teaching and learning that is based on content, developmental, and teaching standards.

*To be determined after completion of pilots.